R E P O R T R E S U M E S

ED 010 972 RC 000 935

RESPONSIBILITIES OF A MEMBER UMSSP SCHOOL.

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PUB DATE 66

EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *FLEXIBLE SCHEDULING, *INSTRUCTIONAL AIDS, AMPLIFIED TELEPHONE, CORRESPONDENCE COURSES, LIBRARY FACILITIES, CURRICULUM, *SMALL SCHOOLS, UPPER MIDWEST SMALL SCHOOLS PROJECT

THE EFFECTIVE USE OF FLEXIBLE SCHEDULING, INSTRUCTIONAL AIDS, AND MODERN TECHNOLOGICAL TECHNIQUES IN SMALL SCHOOL SYSTEMS IS IMPERATIVE IF THE INDIVIDUAL STUDENT NEEDS ARE TO BE MET. FLEXIBLE SCHEDULING AND THE USE OF CORRESPONDENCE COURSES MAXIMIZE OPPORTUNITIES IN A LIMITED CURRICULUM. THE USE OF AN AMPLIFIED TELEPHONE IN A CLASSROOM IS DISCUSSED. THE NECESSITY OF WELL-EQUIPPED LIBRARIES TO SUPPLEMENT THE CURRICULUM CANNOT BE OVERLOOKED. THIS ARTICLE IS PUBLISHED IN "THE COLLEGE OF EDUCATION RECORD." (JM)

ED010972

of independent study. This has developed into one of the most rewarding innovations that have been incorporated as part of the transition to the ultimate program of nongrading. Correspondence courses for enrichment are being used as well as programed materials as part of the independent study program.

Responsibilities of a Member UMSSP School

Everett C. Knudsvig

A member school of the Upper Midwest Small Schools Project (UMSSP) must display its leadership role in education to citizens and schools in the surrounding area. In order to display its leadership role, Midway Public Schools (one high school and three elementary schools) are attempting to implement different techniques of teaching.

At present, Midway is experimenting with flexible scheduling in the two classes that meet four times a week. (The other five classes meet daily.) This arrangement makes it possible to schedule activities and meetings such as GAA, FHA, swing band and cheerleader and majorette practices during the regular day and eliminate evening meetings.

Mr. Knudsvig

Another area of study and experimentation is in the effective use of teaching materials and technological aids to improve instruction at the elementary and secondary levels. Tape recorders, various types of projectors, additional maps and charts have been purchased and are being used regularly by teachers in grades one through twelve. The staff of Midway hopes to eliminate the misuse and possible overuse of workbooks in its system by providing instructional aids to restore and accentuate individual study and small group study at all educational levels. The problem of providing instructional materials in combination grade rooms has long been an issue. In the Midway District there are three grade schools, two of which have only combination rooms. Combination rooms pose problems not encountered in the normal classroom situation; therefore, administrators must provide flexible scheduling so that teachers may meet the needs of all the students in a combination room.

The non-graded elementary programs provide for the individual needs of students to a greater degree than do the graded programs, for the non-graded programs are based on achievement levels rather than on age levels.

The use of supervised correspondence courses to amplify a necessarily limited curriculum is imperative in small high schools. At present there are twenty-two Midway students taking over thirty

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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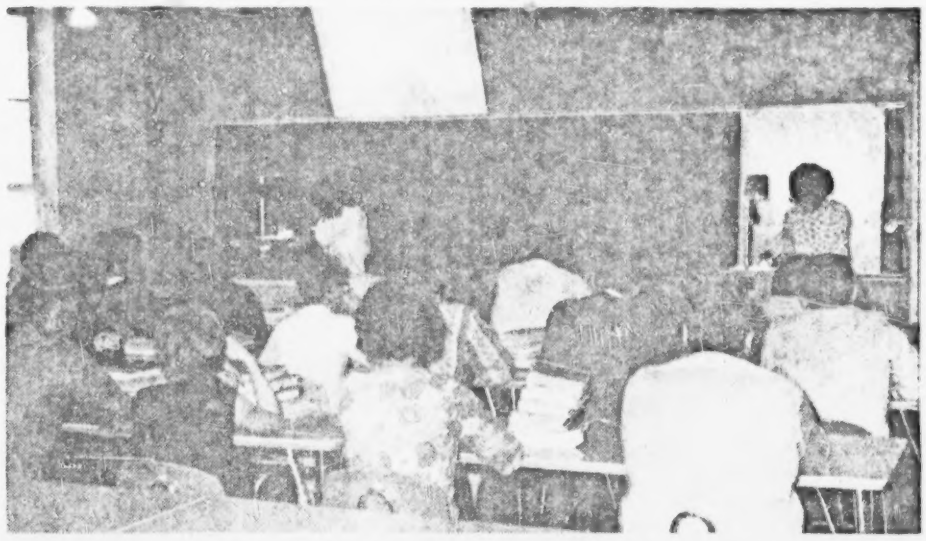
correspondence courses. It is impossible for a junior-senior high school staff of thirteen to meet all the needs of the three hundred students enrolled in this school or in any school of comparable size. There are students enrolled in such correspondence courses as history of music, sketching and drawing and auto mechanics. If there is a conflict between elective and required courses, the student may choose to take one or the other by correspondence. The correspondence courses have solved many conflicts that would occur in rigid scheduling.

Not only is it important that scheduling be flexible but it is also necessary that methods of teaching be flexible. In using two overhead projectors in lessons on ledger accounts and posting cash journals, Clyde Larson, business education teacher, was able to point out quite easily and interestingly the fundamentals of both exercises. The students were able to see the correct steps to be taken in posting, the need for post-reference numbers and the importance of using the correct order. To strengthen the learning experience, the students were asked to submit entries that could be illustrated by Larson on one of the projectors. Through the use of two projec-



This picture shows the use of two overhead projectors during a bookkeeping class in Midway High School. The class is conducted by Clyde Larson, who heads the business education department for the third year.

tors the class was able to complete a bookkeeping cycle during one period and the teacher was able to view various students at work and make suggestions beneficial to the entire class.

Additional instructional aids are necessary to teach a class properly, for most classrooms would not have chalkboard space enough to present a complete bookkeeping cycle in one period. Even if the chalkboard space were available, an unjustifiable amount of the teacher's time would be expended in the mechanical process of writing out the material.

Larson has a multiple class during the last period of the day. In fifty-five minutes of instruction, he teaches Typing I to nine students and Typing II to eight students. The Typing II students need less attention; therefore, they follow an assigned schedule of practice work designed for advanced typing students. Larson aiso teaches secretarial office practice to seven students who have taken a year of shorthand, and clerical office practice to four students who have not had shorthand. The use of this multiple class method enables Larson to provide for the needs of 28 students in four related business education areas in one fifty-five minute period.

Utilization of the Amplified Telephone at Midway High School

During one of their meetings, the members of the Midway Citizens Committee heard Dr. M. L. Cushman, Dean of the College of Education at the University of North Dakota, on the amplified telephone identify the dozen ways in which the UMSSP schools could improve their programs. This occasion ushered in the first use of the amplified telephone in Midway Public Schools.* Since that time staff members of the schools and members of the Committee have considered the many possibilities the amplified telephone could have in secondary and elementary schools.

Superintendent Knudsvig is shown with an amplified telephone cart designed and built by Harris Paupst, the Midway High School custodian. The telephone equipment may be placed inside and locked when not in use. Shelves are used for tape recorders, extra reels, extension cords and miscellaneous supplies. The telephone cart is on large rubber wheels and can be rolled freely to any place in the room. There is sufficient cord with the cart to locate it centrally to accommodate a maximum number of 75 students.

The phone may be used to call in specialists and consultants from various fields when special occasions arise. This was the case when Dean Cushman spoke to the Citizens Committee at Midway High School. Because of the amplified telephone, the in-service training program for staff members of Midway Schools has now become a reality. Local officers of the NDEA and the administration are working on a schedule of college professors from various universities and colleges to speak on different topics to the faculty of Midway Public Schools. At present, because of the location of Midway District, the

*Arranged by John McEachern, Gilby Telephone Exchange, Northwestern Bell Telephone Company.

University of North Dakota seems to be the most likely source of speakers.

The most valuable usage of this equipment will be to supplement the limited resources in small schools and to provide variety in classroom presentations. For example, the American Government class heard Governor William Guy speak via the amplified telephone. The students will long remember this experience, for they were able to discuss with the Chief Executive of the State problems and issues in government in an informal, conversational manner.

In rapt attention are the students of the American Government class as they listen to the voice of Governor William Guy over the amplified telephone.

The amplified telephone will also be used by other instructors in other classes. For instance, Blake Peterson, vocational agriculture teacher at Midway High School, has scheduled Ernest L. DeAlton, the North Dakota director of vocational education, to speak during one of the regular monthly FFA meetings. Peterson has also made arrangements for some of the department heads and instructors to speak to his classes from North Dakota State University. "This is one of the greatest teaching aids in my classroom presentation, for I can now schedule authorities in the various areas of vocational, education to add emphasis and greater meaning to what the students have read and discussed in class," said Peterson. Another teacher, Clifford Cox, science and mathematics instructor at Midway, stated, "I believe the amplified telephone will be valuable in the teaching of chemistry and physics. If students have difficulty or have greater interest in one of these subjects, I will be able to call specialists in these areas to classify or provide enrichment in specialized areas."

Having heard a number of speakers discuss and answer questions on various topics, students in junior and senior high school have become motivated to exploit the use of the telephone in the future. The senior high classes have formed committees to choose speakers

to address classes on subjects that will be discussed in classes at particular times.

The amplified telephone may be used in school maintenance work as well. During weekly bus driver meetings, for instance, it is possible to call the bus mechanic from the local garage. The mechanic, in turn, may use the amplified phone to call the attention of the nine Midway bus drivers to bus repairs and corrective bus care that will reduce maintenance costs.

As with any other teaching aid, however, complications arise in using the amplified telephone that detract from its effectiveness. For instance, the telephone conversation with Governor Guy had to be postponed the first time the scheduled call was made because of transmission difficulties. Other complications might be that the line may be busy or that an emergency may arise which would postpone the call. These are problems New York's Catskill Area Project of Small School Design member schools also experienced in their usage of the amplified telephone. Since such problems do arise, it is wise to anticipate changes in scheduling.

The staff members of Midway Public Schools are continuing to speculate about the use of the amplified telephone and other teaching aids to improve instruction at Midway and surrounding schools. Midway's faculty and administration welcome the challenge and the opportunity to serve and be served by the Upper Midwest Small Schools Project to improve education in the Midwest. Small schools in the Midwest could improve themselves more easily by working together than by working separately. This, of course, is the purpose of UMSSP.

The Small Schools Project and Library Integration

To make the library a more useful part of the total school program is a challenge to the small schools project because the accomplishment of that goal will require a departure from traditional school administration and traditional ways of teaching.

The first consideration, of course, must be a well-supplied, well-staffed and well-equipped library to seat and serve a large portion of the enrolled students at the same time. Then modifications should be made in the school program to provide adequate time for students to make the most use of the library. These modifications would probably produce the following results:

1. The use of workbooks will be reduced or eliminated.

2.. The use of textbooks will be reduced greatly, for no longer will the textbook serve as the outline as well as the content of any course.

3. The students will no longer be required to meet teachers in regularly scheduled classes each day, that is, a given number of class meetings will no longer be the basis of granting or withholding course credits. Classes will meet only when the teacher has material to present through illustrated lectures or some other method of instruction.

4. Assignments will be far less specific in the future and will take into consideration the interest and ability of the student required to work on the assignment.

5. School schedules will be more flexible and more lasting.
6. There will be a change of emphasis in the duties of librarians, teachers and administrators: for one thing, librarians and teachers will be expected to motivate students to use the material in the library, for they will be less concerned with implementing facts and will be more concerned with motivating students to learn by searching out answers in library materials. Administrators will be concerned with the most efficient use of each student's and teacher's time rather than with smoothly working schedules.

The above changes have become necessary in the school situation because of vast changes in society. No longer is it possible to predict the future with a view to preparing a student for it. Changes are so rapid and knowledge is proliferating so rapidly that education can no longer hope to help a student into a given niche in society. To meet this challenge education must prepare students to become adaptable and successful in any society. The fulfillment of this ideal will depend largely upon the use of the library. Sigurd O. Kristjanson, Midway District librarian, states, "No matter what changes take place in society, the changes will be recorded and the records will be found among the materials in libraries."

ANNOUNCEMENT

SUMMER SCHOOL

Traineeships in Special Education Available for Teachers of the Mentally Handicapped

The University of North Dakota has been awarded five traineeships by the U. S. Department of Health, Education, and Welfare for teachers of the mentally handicapped for the 1966 Summer Session. Each traineeship is for six hundred dollars plus tuition. Each recipient must be a fulltime student (carry eight semester hours for the eight weeks). Preference will be given to teachers of the mentally handicapped who wish to meet requirements for certification in North Dakota and to experienced special education teachers who wish to further their professional preparation. Most courses may be taken for either graduate or undergraduate credit. Courses will be available both for those working on their Basic Credential or on their Advanced Credential.

Major criteria to be used in selecting candidates for the traineeships will include the following:

1. The candidate must be a teacher of the mentally handicapped or be preparing to become a teacher of the handicapped and must declare intention of teaching in this area in September.
2. The candidate must be an undergraduate or graduate student at the University of North Dakota or must have been accepted for enrollment in the University of North Dakota for work in Special Education.
3. The candidate must have an overall grade point average of 2.5 and a grade point average of 2.75 in his major field if an undergraduate student and a 3.25 in his graduate courses if graduate student. (A = 4).